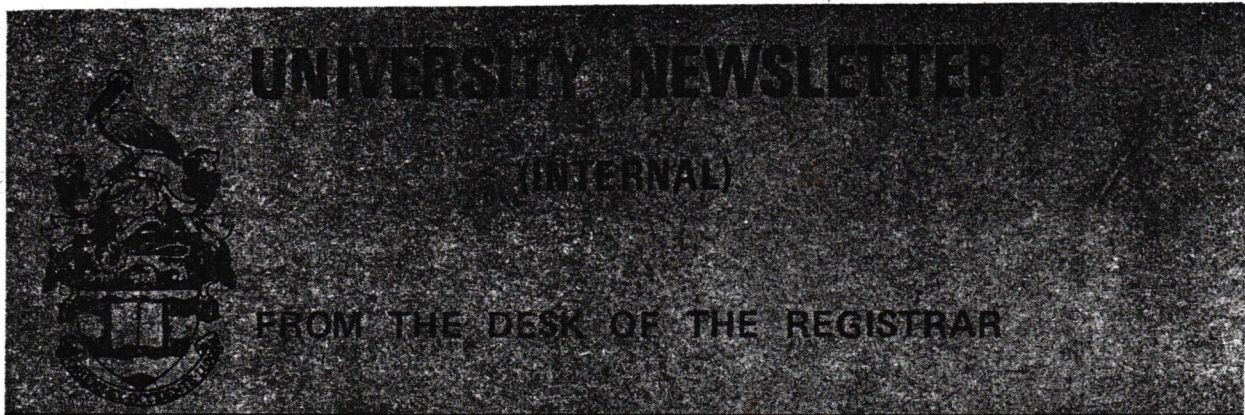


Prof G. ALLENWE
MEDICINE



APRIL, 1979 - NO. 2

U.W.I., MONA

ADDRESS GIVEN BY THE GUEST SPEAKER,
HIS EXCELLENCY DR. ROBERT J. MOORE,
HIGH COMMISSIONER FOR GUYANA IN OTTAWA
AT THE GRADUATION CEREMONY OF THE
UNIVERSITY OF THE WEST INDIES ON THE
CAMPUS OF MONA, FEBRUARY 10, 1979

Twenty-eight years ago I first arrived on this campus to learn how to be a West Indian. Twenty-four years ago I mounted this stage to prove I had acquired the tools to get on with this job. Twenty years were to pass by before I saw this campus again, and four more years were to elapse before I was invited with all the weighty finality of a senatorial summons, to attend another Graduation Ceremony.

In the meantime I had disturbed a few professions and knocked around a few countries. I had taken to myself the experience of other Universities and learned for myself other men's modes of thought. I had seen the West Indies from the inside. I had looked at the West Indies from the outside. I had listened to the estimates that strangers make of us - estimates appreciative and estimates dismissive.

I had heard some men say that we were too small to be of any account; I had heard other men say that our account lay not in our size but in our souls.

In the midst of all this, Mr. Chancellor, my love for the Caribbean which had grown mighty, has grown mightier still. My commitment to the Caribbean was conceived on this campus, brought forth in Guyana, and dedicated to the proposition that Caribbean peoples are created special. That is why, Sir, I harbour a very special affection for this campus. That is why I am deeply honoured by your invitation to address the graduating class today.

Mr. Chancellor, looking around me I must admit that things on this campus have changed almost beyond recognition; and I refer not only to the physical but to the metaphysical aspect of the place. When I arrived here, in the last quarter of 1951, I found this campus to be something of a pastoral paradise. It was green, not only in experience, but also in appearance. There were wide open spaces which we the early pioneers of the place blithely assumed matched the wide open quality of our minds; and there was a general air of rustic adventure.

But Mr. Chancellor, we found to our dismay, that the possession of the landscape was ponderously disputed by the early occupants of the place. Herds of cows, roaming with a sense of outraged proprietorship, interrupted the smooth flow of academic goings on. They sometimes poked their heads through the doors of lecture halls listening gravely to such pearls of wisdom as fell from the lips of the learned ones; and later on they could be observed contemptuously chewing over the garnerings and obviously dismissing the recent findings of the Professor of History. Indeed, Sir, the Right of Free Speech was dangerously disputed by teams of asses who in the idiom peculiar to their species frequently interrupted the epic outpourings of the Professors of Anatomy or Physiology with objections of their own.

Most of the lectures took place and nearly all of the students lived in wooden huts from which proceeded at night curious noises both instrumental and vocal always at fortissimo as is the custom with Caribbean men and women. Because we were denominated the first of the few we did our best to live up to that designation and speaking, Sir, for my own sex, I can confidently assert that it was the ambition of each male undergraduate to, if you will permit me to misquote a famous tribute to George Washington - "to be first in learning, first in license, and first in the hearts of his fellow women."

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This was the age of the inspired all-rounder - the Renaissance period of our history. For we were so few that we could not allow our academic discipline to determine our artistic performance. In these early days everyone tried their hand - or at least their tongue - at everything that was going and the atmosphere was distinctly that of a vigorous village of amateurs.

But, Sir, the cross -pollination between people from different parts of the Caribbean was intense and electrifying. No one stayed within his or her national group. Most of us forgot that we were from a particular territory pursuing its own destiny and a common character quickly emerged which, with that narrow range of language available to me I shall simply describe by a succession of adjectives: congenial, convivial, consensual, sometimes even connubial, - note that I did not say sensual, - contemptuous of the social pretensions common to the Caribbean of the day and the insular chauvanism not yet departed, and above all concerned - concerned to teach their fellow West Indians to take their culture seriously and wear their learning likely; concerned too that West Indians should see their region as one people, one nation, one destiny.

But, Mr. Chancellor, I hope you will not think me remiss if I privately admit to you at this riper time that the things I recall most vividly from those first Chapter of Genesis days are the moonlight nights. Whenever the full moon lifted itself over the shoulder of the Long Mountain the street lights on campus went out and so did everybody else. The hills were obviously joyful together and so were the young couples who lifted up their eyes to them and some of them went down to the valley beneath, there no doubt to test the validity of Christopher Fry's famous thesis that the the moon is a circulating aphrodisiac.

You will not accuse me of diplomatic flattery, Sir, if I say that the University College of the West Indies, as it was then, led to other Universities in its foresight and perception of the future. A full twenty years before the era of mixed dormitories in the North American and European Universities and certainly some fifteen years before the Women's Liberation Movement and the changes it has mothered, this campus at Irvine Hall had divided its habitation equally between men and women. And this condition of affairs - and I use the word in its most innocent sense - became the foundation of what turned out to be many a truly West Indian family.

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The campus has come a long way since those pristine days. The pastoral idyll, the village familiarity have given way to more impressive urban configurations and there is an air of deliberate sophistication. There is more division of labour now - some to work and others to watch them - but the most fundamental change is the fact that the lights stay on at night whatever the behaviour of the heavenly, and for that matter the earthly, bodies. And whilst the mountains still rise up to the moon the valley is ordered, domestic programmed and businesslike.

You have matured, from a University College with a single campus, to a University with three. You have colleges ancillary and colleges affiliated. You need a computer to cope with the complex problems created by a large body of students. In short, Sir, all the signs of maturity are there and all the marks of international recognition too. From a University bent on creating patricians of the Caribbean polity you have become a University bent on creating contributors to the self-realisation of the Caribbean.

And yet on graduation day those of you who will present yourselves to be admitted to your several degrees stand in the classic condition of what the Prime Minister of Trinidad and Tobago calls "inbetweenity". And the inbetweenity is not only yours, it is mine too and, as I hope to, show in a minute, it is the condition of West Indian man at this juncture in his history.

In my case the explanation of my inbetweenity lies simply in my age. I am a man hovering happily between the old age of youth and the youth of old age. I have reached that enviable condition of existence where I can give sound moral advice because I am rapidly losing the energy to disobey it. Yours is another sort of inbetweenity and a much more fertile one. For most of you are between the infallibility of youth, as yet undisputed by experience, and the thoughtful uncertainty of experience still refreshed by hope. And that boundary separating what is desirable because it is conceptually clean-limbed and what is possible because it is pragmatically loose-limbed is symbolised by the ceremony of graduation.

You may remember that a great nineteenth century Danish thinker, Kierrkegaard, once said that life is to be lived forwards but understood backwards. Undergraduate practice tends to reverse this process. Many of you have preferred to see the present from

the future; and with the future as your equipment the task of altering the present usually seems to be child's play.

Graduation is the point at which you begin to appreciate Kierrkegaards's meaning. It is that staging post from which we begin to recognize that we cannot simply go into the future and find that it is working. It is a point of which you recognize that the future is the theatre of great and determined protagonists; that the script is written only at the end of the act; that the actors never quite play the parts they intended and that the conclusion leaves the participants soberly surprised.

To help you perform in this theatre of competing possibilities the University has done two things: the first, it has tried to strengthen your capacity for analysis; second, it has tried to create an atmosphere favourable to the formation of your own antanae. It has tried to teach you that life must be approached analytically. It now leaves you to find out that a great deal of living is the administration of the unexpected.

You have learned that without a sense of system you would perceive nothing; you will now learn that without an adequate response to surprise you will cope with nothing. In short, this exercise called graduation is here to remind you of the dual nature of experience: that there is more order in things than meets the eye and there is more surprise to things than comforts the well ordered mind.

This very ritual emphasizes the duality: the order lies in the predictable and precise proceedings; the surprise - and it can sometimes be an unpleasant one - lies in what the speaker has to say.

But I would be failing in my duty if I did not make more palpable and specific some of these broad observations which I have just put before you. You are graduating into the West Indies at a peculiar moment in both their history and the history of the world. And the combination of a sense of system and a sense of surprise are specially vital at this time. Your sense of system will empower you to identify the fundamental features of the world in which the West Indies are set and your sense of surprise - or more pointedly your capacity to respond to it - will not merely empower you to cope with the world even to change it.

For the world into which you graduate today is faced with an apocalyptic problem for which the established traditions of thought and behaviour have not prepared men and for which they have not prepared themselves by the use of their technology.

The root of the problem is the horrendous division of the globe into two worlds divided by the Hunger Curtain - the world of those who have never had it so good and the world of those who have never had it at all.

The division is basically material - on the one side too little food - on the other side too much. But while the Hunger Curtain divides it does not obscure. The spectacular life style of the rich is visible to the poor. For by television three-quarters of the world can eaves-drop on the remaining quarter; and men who are swollen for lack of food can watch the eating habits of men who are swollen for lack of restraint in consuming it.

The speed of modern communications has brought us all together. But the more we are together the more we are apart. This dichotomy of a world made one by speed and a world splintered in pieces by distribution is the central challenge of our times; and it is to this world that you have to address your convictions and your skills.

One of the Good Books tells us that a house divided against itself cannot stand; but we need no book to tell us that a world divided against itself cannot endure. If I may misquote Abraham Lincoln this world cannot go on existing part glutted and part gutted. For the patience of the poor which is rapidly becoming a non-renewable resource is turning from the expository anger of the market place into the explosive anger of the streets.

In the Developing World men are questioning two things, the morality of being rich and the normality of being poor. They have made a causal connection between these two states of being. As President Nyerere of Tanzania has put it with his characteristic economy of words "many men are poor because a few men are rich."

To prevent a series of cataclysms, to head off the apocalypse and to turn the blind fertility of despair which is the cause of the escalating population in the developing world into the

sentient fertility of effort, the demand has been raised for a New International Economic Order - in other words for a more equable distribution of the earth's resources.

To this task for the rest of this century and far into the next one the thoughts of the thinkers, the strategies of the planners, the tactics of the politicians, the mechanisms of the technologists, the lucubrations of the back-room boys, the lubrications of the diplomats and the collective will of whole populations will have to be directed.

You will inevitably be part of that mammoth effort of reconstruction. And I use the word "inevitable" with careful deliberation. For your role is not optional. It is obligatory.

You have no choice. Belonging as you do to a small region of the Developing World, the greater part of which must daily negotiate its right to stay economically alive, every facet of your existence and every aspect of your work will be dominated, indeed stymied, by the lack of distributive justice in the world. If I may once again be permitted a misquotation this time at the expense of one of my own countrymen, the celebrated poet, Martin Carter, I will sum up your situation thus. "If you are not all involved you will all be consumed."

But for this herculean enterprise you, as West Indians, are singularly well equipped. And that equipment comes from your heritage, your condition, your psychology and your leanings as well as the learnings and skills you have acquired here.

Let me pause a while to look at these characteristics of ours which, in my view at least, place us high in the ranks of the world's redemptive people. These characteristics stem from a peculiar paradox of our psychology: We are a people for whom reality does not consist of "either - or" but rather "both - and"; we do not make a definite selection of two opposing alternatives but we let the alternatives co-exist with approximate harmony in our souls.

We have learned to live with this dance of the dialectic so instinctively that most of us, most of the time, do not even notice it is there. This is what I referred to earlier as our state of "inbetweenity".

In philosophic language you may say that when given a choice between settling for a "universal" or a "particular" we settle for both. When men think in "universals" they think in broad sweeps of conception whose validity arises not from a peculiar culture, or history, or set of political circumstances, or from a single people, but extends over all cultures and circumstances and peoples, transcending their differences, drawing them together in its uniform application.

It is best expressed in the old maxim "truth is indivisible".

A "particular", on the other hand, is a set of values, a way of perceiving things and a way of doing things which are peculiar to a single culture or a single people - in short a unique distillation of their collective experience. It is only valid, it only makes sense, within the inter-connecting concepts of that particular culture. A "particular" cannot be borrowed by another people though it can be admired and appreciated.

It is summed up in the maxim "truth is relative".

Of course, those of you who have studied history will recognize that powerful nations - nations with an itch for empire - have usually mistaken their own set of Particulars for Universals and have justified the imposition of their power, their language, their institutions and their economies on subject peoples by claiming that they were subsuming them into what was both ethical and logical for all men everywhere. Imperial countries, whether their empires are visible or invisible, have always thought of themselves as the centre of the universe and therefore of their own particular notions as universal truths. Truth for them was also indivisible but depending on whatever empire it was truth was essentially British or French or Spanish or Dutch.

For reasons the very opposite from those which have activated empires, West Indians tend to think with one part of their being in Universals too. With little population and less Geography, in the absence of high indigenous traditions going back to an immemorial past and with no power to dominate others, West Indians compensate by either subsuming themselves into broad categories of thought and behaviour originating elsewhere, or else we spawn universals on our own.

For instance both Capitalism and Socialism have their protagonists in the Caribbean who see these two ways of life and modes of distribution as having a logic that is universal, a dynamism that is messianic and a future that is certain. To be caught up in either of these two views of the universe is, for their devotees, to be in the broad stream of human progress marching to the drum beat of the majority of mankind. In short the littleness that is our lot is transcended by the bigness that is our choice.

But, as I have hinted, West Indians have fathered universals of their own. Negritude, the conviction that all peoples of African origin have a common soul and a common perception of reality of which Leopold Senghor, the distinguished President of Senegal, is presently the most lucid exponent, - Negritude was conceived here in the West Indies in Martinique. Black Power which attracted the attention of the world, in the 1960's, activating its exponents and agitating its opponents - that too was conceived here in the Caribbean. For Marcus Garvey, that great prophet of black potency with his gospel for the liberation of all black peoples everywhere, was a West Indian of the Jamaican variety.

Indeed, in the present hunger for freedom and genuine independence, West Indians have shown that they cannot conceive of their own liberation without the simultaneous liberation of others.

Our maxim is "truth is indivisible and essentially liberating".

It is not surprising, therefore, that you find Guyana, under Forbes Burnham and Jamaica under Michael Manley, committed to the successful outcome of the struggle for black dignity and sovereignty in Southern Africa. The Governments and people of both of these countries feel that domination is as indivisible as resistance and that the diminution of the freedom of any of our brothers means the diminution of our freedom too.

All of this explains why West Indian thinkers, writers, statesmen and diplomats have been in the vanguard of the campaign for the New International Economic Order. And here is a universal if ever there was one. Here is a concerted and

committed crusade to recommit in the direction of equality the world's distributive mechanisms and it is based on the proposition that freedom from hunger is of equal importance as freedom of speech or freedom of worship, and that equality of access to life-sustaining things is of the same status as equality before the law.

For so vast an undertaking, one that amounts to a major global reconstruction, a conceptual and actual transformation that in time will affect all mankind, West Indians are right to feel themselves well suited for they find no difficulty in engaging in global perspectives.

But by peculiar paradox many West Indians have great difficulty in engaging in regional perspectives. Reaching for universals with which to get a better view of the world they often reach for particulars from which they get a poorer view of the region. This is the classic condition of our inbetweenity. In fact we are often wonderfully global in philosophy and sadly insular in politics. We are better masters at working for the integration of the globe than the integration of our particular part of it.

But this condition of inbetweenity, this ability to have our rum cake and eat it too is now less of a tragedy than an opportunity. We find it difficult to unite the region if we think of the region alone. But we have less difficulty of uniting ourselves to serve the interests of the region if by so doing we are serving a larger purpose.

West Indian economists, politicians and diplomats have noticeably come closer together after they joined with countries from the Pacific and Africa in the elaborate and prolonged negotiations with the European Economic Community which resulted in the Lome Convention. It seems that we must have an external stimulus or threat to create internal cohesion and the experience of the cricket-playing Caribbean underlines this.

What I am saying is that the mature integration of the region would probably be the result of the long struggle on many fronts and by many strategems to bring about a closer approximation to a New International Economic Order. Our perception of the interlocking nature of the world's economy will inevitably create a potent sense of the inter-connected

nature of the Caribbean. In the achievement of West Indian unity our approach might well be the one adroitly summed up by Shakespeare. He referred to it as "climbing over the cottage roof to unlock the garden gate".

But to people who live habitually between two universes of discourse, who do not suffer from "the soporific effect of a settled view" - to such people fertility in thought and ingenuity in action usually comes as a vibrant compensation. And we need not be surprised, therefore, to find that out of all proportion to the size of their islands, their territories, or even their region, West Indians individually have exerted an influence on the world's affairs whether that influence is intellectual, intuitive or activist that had astonished the world itself.

Almost as universal as their thinking is their peregrinating; and in the most exotic as in the most urban places, in countries Developing as in countries Developed, West Indians are to be found - articulate in leadership, adroit in negotiating, lubrication in style and engaging in manner, setting things to right with a civic sense that is truly global.

Just look around you and see the kind of men and women the West Indies have given to the world. Go to any international organization and you will find them in crucial positions bringing an unusual clarity of thought to bear on an unusual catholicity of knowledge.

It is into this tradition of large-mindedness and large-heartedness that you graduate today. And I don't have to offer you any high sounding moral advice or any special recipes for your exertions, your own condition is your best stimulus and your own thought processes your best challenge.

I began by saying that I learned to love the West Indies as a region and not just for my own particular part of it, and I learned to be a West Indian and not just a Guyanese in this place. For me it was a discovery of a new world which was not really new for it had always been there; and so in a sense it had some, though not all, of the characteristics of 1492. If the Mona Campus of the University of the West Indies has done that for you it will have served you well. Now it is your turn to serve the West Indies and in doing so to serve

the remaking of the world - the former because you love to and the latter because you must. One final misquotation if you will bear with me to the end. You may remember Oliver Cromwell's advice to his troops before a great battle which was to take him to paramountcy: "trust in God and keep your powder dry". Not for paramountcy but for great greater utility, may I say to you "trust in your own powers and keep yourselves dry."

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RESOLUTION - PROFESSOR REGINALD MURRAY

University Academic Committee at its meeting on December 14, 1978 moved by Pro Vice-Chancellor Braithwaite and seconded by Pro Vice-Chancellor Augier in which appreciation was expressed of the services rendered by Professor Reginald Murray to the University.

The Resolution reads as follows:

"UNIVERSITY ACADEMIC COMMITTEE noting that

PROFESSOR REGINALD MURRAY appointed to the University of the West Indies as Director of the Institute of Education in the Faculty of Education on January 1, 1967, and accorded professorial status on October 1, 1972, retired from the University of the West Indies on September 30, 1978;

AND NOTING ALSO that

Professor Murray had made an invaluable contribution to the development of the School of Education, having done much of the pioneering work which brought it into being on October 1, 1972, through the union of the Institute of Education and the Department of Education, and that he had nurtured the infant School conscientiously and with provident care guiding it through its adolescence to young adulthood whilst involving himself in all aspects of its growth and work - teaching, research and administration;

AND NOTING ALSO that

Professor Murray had been the senior Dean in the University, having served as Dean of the Faculty of Education from May 1968 to September 1971, and as Dean of the School of Education from October 1, 1972 up to the time of his retirement;

AND FURTHER NOTING that

despite his heavy administrative duties as Dean of a faculty which had branches on all three campuses Professor Murray had nevertheless served with distinction on several University Committees including Council, University Academic Committee, Finance and General Purposes Committee and University Planning and Estimates Committee - his impartial and unemotional assessment of problems and his sensitive and critical judgement being much valued and appreciated by his colleagues on those committees; and that because of his keen and selfless interest in the improvement of education at all levels he had been invited to serve on a number of regional, national and international committees dealing with the furtherance of education; that he had also represented the University at conferences the world over. and that his reports on the Primary School system in Jamaica and on education in Jamaica and the Caribbean area had proven of inestimable benefit to the region;

UNIVERSITY ACADEMIC COMMITTEE on behalf of Senate records its profound appreciation of the valuable services rendered by Professor Murray during his twelve years of attachment to the University of the West Indies, and in particular for his significant contribution to the establishment of the School of Education. UAC sincerely hopes that Professor Murray will maintain his interest in and links with the University and in offering to his family and himself its best wishes for the future expresses the hope that he will record for posterity his many ideas about educational development in the West Indies.

RESOLUTION - PROFESSOR SIR HARRY ANNAMUNTHODO

University Academic Committee at its meeting on March 16, 1979 moved by Pro Vice-Chancellor Sir Sidney Martin and seconded by the Dean, Faculty of Medicine, Dr. S. Wray adopted the following Resolution paying tribute to Professor Sir Harry Annamunthodo, Professor of Surgery:

"UNIVERSITY ACADEMIC COMMITTEE noting that

PROFESSOR SIR HARRY ANNAMUNTHODO first appointed to the staff of the Department of Surgery of the then University College of the West Indies as Temporary Supernumerary Lecturer on 1st April 1955, and on 1st August 1957, to the post of Lecturer, promoted to Senior Lecturer on 14th November 1957, and advanced to the Chair of Clinical Surgery on 1st October 1961, and consequently the University's most Senior Professor left the University of the West Indies on 30th September 1978 on no-pay leave prior to retirement on 30th September 1980;

AND NOTING FURTHER that

Professor Annamunthodo joined the Faculty of Medicine during the first formative years of the Department of Surgery and with the knowledge and experience gained as Senior Surgical Registrar of the University Hospital where he had served for two years before coming to the University, made an immeasurable contribution to the growth and development of both the Department and the Faculty - a contribution which in 1967 resulted in the conferment on him of a Knighthood by Her Majesty the Queen;

AND NOTING ALSO that

in addition to his packed timetable of teaching and clinical duties Professor Annamunthodo undertook with diligence and selfless interest a heavy administrative workload having been Head of the Department of Surgery for seventeen years, Vice-Dean and Acting Dean of the Faculty of Medicine on many and various occasions;

AND NOTING ALSO that

despite his total involvement in the Department and Faculty Professor Annamunthodo had nevertheless made time to serve with distinction on several University Committees including Council, University Academic Committee and Assessment and Promotions Committee and up to the time of his departure had been the only Chairman of the Professional Committee of Senate - his discernment being of great value of the deliberations of these committees; and that because of his wide knowledge and experience in General Surgery he was often called upon to attend medical conferences and to serve on several advisory committees, national, regional and international; and that he was awarded a Rockefeller Foundation Fellowship in 1959, was appointed Hunterian Professor of the Royal College of Surgeons, England in 1960 and Visiting Professor of Howard University in 1975;

UNIVERSITY ACADEMIC COMMITTEE on behalf of Senate records its appreciation and deep gratitude for Professor Sir Harry Annamunthodo's loyalty to the University as a whole and the Department of Surgery in particular and for the unselfish and devoted manner in which he served his students, and further requests the Registrar to send a copy of this resolution to Professor Annamunthodo and to convey to him and his family best wishes for a happy and successful future.

RESIGNATION OF DEAN FACULTY
OF ENGINEERING

University Academic Committee has accepted with regret the resignation for personal reasons of Professor G.M. Richards from the Deanship of the Faculty of Engineering with effect from June 30, 1979.

The Faculty is expected to nominate a new Dean before the next meeting of U.A.C.

ELECTION OF SENATE REPRESENTATIVES
ON COUNCIL

The following have been elected as Senate representatives on Council for the academic year 1978/79:

CAVE HILL

Professor W.K. Marshall
Mr. C.C. Cadogan
Mr. S. Sardinha

MONA

Professor G.A.O. Alleyne
Professor G.E.M. Mills
Dr. M. Aub
Professor I. Goodbody

ST. AUGUSTINE

Professor D. Imbert
Mr. E.D. Ramesar

HONOUR FOR CHANCELLOR

The University has learnt with much pleasure of the recent conferment on its Chancellor Sir Allen Lewis by H.M. the Queen of the honour of the Grand Cross of the Order of St. Michael and St. George (G.C.M.G.). Sir Allen, formerly Governor of the Associated State of St. Lucia, is now Governor-General of the independent State of St. Lucia.

ESTABLISHMENT OF PUBLICATIONS BOARD

University Academic Committee has agreed to the establishment of a Standing Committee of Senate to be known as the Publications Board with the following term of reference:-

- (i) responsibility for allocating and monitoring all funds available for subsidising publications, and the monitoring of the operations of all publications receiving subsidies with a view to improving their efficiency. (As a first step it is suggested that full costings should be prepared covering both direct and indirect subsidies for all such publications);
- (ii) responsibility for the consideration of applications for the initial subsidies for proposed new publications and the making of recommendations to the University

thereon taking into account the proposals for managing the publication including the composition of the proposed Editorial Board. (In this connection it is suggested that the Board should encourage departments to combine as far as possible to avoid a new publication being too dependent on one or two enthusiastic individuals);

- (iii) responsibility for the investigation of all possible means of effecting economies in the production and distribution of publications, including, if necessary, combining certain aspects of their operations.

The composition of the Publications Board is as follows:

- (i) A Chairman appointed by the Vice-Chancellor
- (ii) Six (6) persons to be appointed by University Academic Committee from the various faculties
- (iii) The University Bursar or his nominee.

In taking the above decision, UAC noted that the Finance & General Purposes Committee, with the approval of the Campus Finance Committee, had agreed to make available for the financing of the publication of journals a block contribution totalling approximately J\$30,000, effective from the financial year 1977/78, as a first charge on the savings of each campus to be allocated as follows:

Cave Hill	Bds\$ 4,444
Mona	J\$18,000
St. Augustine	TT\$16,000

APPOINTMENT OF UNIVERSITY BURSAR

Mr. Lascelles B. Smith, A.C.C.S., A.A.C.C.A. was appointed University Bursar with effect from January 1, 1979. Mr. Smith joined the Bursary staff, Mona as an Accountant in February 1965 and was promoted to the post of Senior Accountant from March 1969, acting as Bursar on several occasions. He was appointed Bursar, Mona in September 1974.

CONFERENCE OF VICE-CHANCELLORS

A Conference of Vice-Chancellors of Universities associated with the Inter-University Council took place at Mona on March 26 - 29, 1979. This is the second occasion on which this conference was taking place at the University of the West Indies - the first ever such conference having taken place at Mona in 1955, a conference which laid the foundation for the well-known Ashby Report. In attendance at the conference last March were some sixty Vice-Chancellors, representatives of Educational associations and donor agencies from all over the world. Some of the delegates were accompanied by their spouses.

The keynote address at the opening of the conference was given by Mr. Shridath Ramphal, Commonwealth Secretary General and his theme was "International Cooperation in Development: The Role of Universities." The toast to the visitors at the closing of the banquet was given by the Hon. Michael Manley, Prime Minister of Jamaica.

Topics dealt with during the conference were:

- i) discussions of keynote topic,
- ii) changes in aid and cooperation policies,
- iii) the future of the IUC and similar bodies,
- iv) the role of (a) the humanities;
(b) science and technology
in the development of international cooperation.

The Vice-Chancellor, Mr. A.Z. Preston, a member of the conference, was Chairman for one of the sessions. In attendance were the Pro Vice-Chancellors of the University. The Registrar, Mr. C.E. Jackman was one of the Joint Secretaries of the conference.

From all the comments received this conference was an overwhelming success. Participants at the closing session, and in subsequent communication, have expressed their appreciation of the efficient manner in which the conference was organised and of the stimulating discussions which took place.

Following the conference several of the visitors went on post conference tours to the Cave Hill and St. Augustine campuses of the University of the West Indies and of the University of Guyana.

THE SUCCESS OF OPEN DAY
"VOICE OF THE CAVE HILL STUDENTS"

Undoubtedly the open day at the Cave Hill Campus of the University of the West Indies which was held on Wednesday, January 24, was a tremendous success.

Indeed, on that day hundreds of people came to see what exactly the Cave Hill campus was all about.

Before that notable day, speculation was rife as to whether the Cave Hill campus was a "hotbed" or more aptly, "just a breeding ground for radical politicians". But on that great day it was clearly observed that this was a huge misconception of the campus on Cave Hill.

Many visitors were forced to change their minds about the campus. Many realised that they had passed judgement wrongly on the campus and its inhabitants (administrators, students and all).

Indeed, we the inhabitants are a very understanding and forgiving lot; and with a great sigh of relief we forgave those who had previously thought ill of us and sincerely welcomed their change of heart and thought.

We had received, with horror, the news that we were being thought of in a most unsavoury manner. Unfortunately it was the express opinion of many that becoming radical politicians was our sole function.

Sad! But Open Day '79 changed that opinion! Thank God! At last we at the campus can be seen for what we really are; a hard working community with the firm intention of meeting the requirements of our region. We are of the considered opinion that we must fulfil the needs of our region; and have been and still are aiming to do just that.

Many departments within the university cooperated and collaborated in formulating the open day programme, as can be seen from the programme of activities of that day.

The day began with a mark of respect and remembering for the late Barbados West Indies cricketer, Sir Frank Worrell, whose contribution to sport in the university, Barbados and the

West Indies is greatly appreciated by the university community.

Wreaths were laid by Sir Sidney Martin and Lady Velda Worrell and the guild's president, Hallard Yearwood on behalf of the university's administration and the Guild of Undergraduates.

Visitors to the campus saw the many sides of the university. Visitors viewed the guild's arts and crafts exhibition; a literary display in the main library; an exhibition of research projects (e.g. lexicography) by the Faculty of Arts; General Studies; a Union of Democratic Students Literary display; a law library display; demonstrations of students' projects in the biology department; blown glass (and other equipment) display by the workshop; display of research reports and other publications in the Department of Chemistry; a tape-slide show of activities in the Faculty of Medicine.

Visitors also had the privilege of observing classes in progress. (These activities were all displayed from 9 a.m. to 5 p.m.) Visitors toured the law library; saw a very interesting illustrated talk by Dr. M. Gilkes of art, general studies - on Derek Walcott's "Ti - Jean and his brothers"; viewed physics, chemistry and biology practical classes in the respective laboratories; saw the language laboratory demonstration; witnessed a very hilarious mock trial in the law faculty.

They took part in a very thought-provoking symposium entitled "Issues Arising From the Movement Into Political Independence By the Associated States in the Eastern Caribbean", which featured well-known lecturers such as Wendell McClean, Frank Alleyne, Dr. Ralph Gonsalves along with Bernard La Corbiniere and Patrick Emmanuel.

They sat in on a discussion on an oral history project in the Department of History and met staff members of the various faculties who presented themselves for visitors' queries.

In the evening, visitors were attracted to the football field where "Star Wars" and "Hermits" were locked in battle in the UWI football finals. The pavilion was also the scene for the finals of the table tennis tournament.

Then finally, to crown a successful Open Day '79, staff and students joined together to stage a tremendous, entertaining

cultural show which featured the campus band, Cavite Chorale, UWI Dance Troups, skits, piano performances and the inter Varsity Christian Fellowship (Free refreshments helped the audience to enjoy the cultural show even more.)

Thus the university's open day became a tremendous success. No doubt, many persons within our university community deserve special thanks for the extra-special effort which those persons exhibited.

Dr. Bradley Niles must be highly commended for his overwhelming support which he unceasingly gave to the Guild of Undergraduates during the organising of the open day and during open day itself. He constantly made enquiries regarding the happenings of the day and was always available.

The inter-clubs committee with chairman and vice-president Philbert Christian, the law committee with chairperson Sharon Folkes, the natural sciences committee with chairperson Durgald Lewis, the arts, general studies committee with chairperson Winston Hoyte, the social sciences committee with chairperson Ronnie St. John, the games committee with chairperson George Mansoor, the national affairs chairperson (and ex-officer) Francis Belle, the guild secretary Linda Rajpaul all worked hard to ensure that Open Day '79 became a reality.

(From THE NATION,
February 9, 1979)

INTER-UNIVERSITY COUNCIL FOR HIGHER
EDUCATION OVERSEAS SHORT-TERM VISITORS
PROGRAMME

The Inter-University Council offers annually to each of its associated University institutions overseas a number of Short-Term Visitorships (STV's). The visitors under this programme may be academic, technical, library or administrative staff drawn from United Kingdom University institutions or, where appropriate, Polytechnics or other institutions of Higher Education. The purpose of the visitorships is intended to be the rendering of a service to the overseas University institution. That service may take the form of:

- (a) A visit to advise on course development, research development, administrative and/or library organisation.
- (b) A teaching visit to give specialist lectures/seminars to undergraduate or post graduate students or to assist in the supervision of research students.
- (c) A visit by a technician to undertake specialist instrument repair/servicing functions.

The above categorisation is meant as a guide and is not intended to be exhaustive. The IUC is willing to consider requests for Short-Term Visitors in the fields not covered by the above headings.

2. To be included in the Short-Term Visitor arrangements the task of the visitor must be accomplished in 4 months or less. In general, the IUC would wish to see a minimum visit period of 2-3 weeks except in the case of specialist advisory visits where visits of as little as 1 week are recognised as valuable. Visits of from 1 month to 4 months' duration.

3. Requests for visitors must be made on the approved form STV 1 and must be countersigned by the Vice-Chancellor or Registrar. The IUC leaves the choice of the visitors to the overseas Universities, but has expressed the hope that as far as possible priority will be given to Faculties of Medicine, Agriculture, Engineering and Pure and Applied Science.

The agreed procedure is for the Head of Department concerned to explore the ground with his UK University counterpart and the staff member he wished to invite under the STV programme, and to be able to give the name and a statement of general availability of the proposed visitor at the time when form STV 1 is returned to the IUC. The IUC will contact the agreed visitor and make the travel arrangements, informing the University in due course of his arrival date.

4. The terms of the visitorships are as follows:

The IUC meets:

- (a) Economy air fare for the visitor alone, at APEX or similar concessionary rate whenever this is available.
- (b) A daily allowance of £5 per day (taxable in UK).
- (c) A small subsistence allowance.
- (d) A tropical clothing allowance.
- (e) Personal coverage under the Injuries Benefit Provision of the Civil Service Pension Scheme.
- (f) Minor travelling and other expenses in UK.

The overseas University is required to provide:

- (i) Free full board and accommodation.
- (ii) Local travel arrangements for official travel needs.
- (iii) Medical facilities on normal staff terms.

N.B. The requirement at (1) has to be met from the department concerned from savings on staff salaries or some other departmental source. A Head of Department should not therefore initiate a request under this scheme until he has consulted his campus Bursar and satisfied himself that he has funds available for the purpose.

5. It should be noted that the allocation of Short-Term Visitorships under the Programme is independent of any Short-

Term secondments which may be arranged on similar or identical terms under IUC sponsored Links existing between a particular department in the overseas University and its sister department in a UK University.

WORKSHOPS ON UNIVERSITY EVALUATION

An announcement has recently been received on the Registrar's desk of intensive workshops on University evaluation of (1) Faculty (2) Administration and (3) University as a whole to be held on July 2 and 3, 1979 at City University, London, England.

Directors

The Co-directors of the Workshops are Dr. Richard Miller, Vice-President for Educational Services, State University of New York at Brockport and Dr. Peter Seldin, Associate Professor, Fordham University, New York. Dr. Miller's expertise in evaluation includes Jossey-Bass books - "Evaluating Faculty Performance" and "Developing Programmes for Faculty Evaluation"; publications on administration evaluation; and a Spring 1979 Jossey-Bass book on institutional evaluation. Dr. Seldin has written two books - "How Colleges evaluate Professors" and "Teaching Professors to Teach", and is at work on a third. He has presented numerous papers and articles on evaluation.

Programme

FACULTY EVALUATION

July 2, 1979 (Full Day)

Naming and weighing the multiple reasons for the national growth in importance of evaluating faculty performance. Step-by-step examination of institutional programs, their strengths and weaknesses. The inherent problems in different programs and how to overcome them. Why some programs fail while others succeed. How to avoid the pitfalls and develop the requisite skills and sensitivity to a successful evaluation program.

Participants in this workshop will examine in detail:

- Underlying assumptions and operational principles
- Practical and theoretical problems
- Strengths and weaknesses of student, colleague, administration and self-evaluation
- Latest research results
- How to develop effective programs
- The handling of specific campus problems
- How to assess and upgrade current programs

ADMINISTRATION EVALUATION

July 3, 1979 (Morning)

In the past six years or so, administration evaluation has moved from relative insignificance to a significant role in institutional management. Why do techniques and methods of administration evaluation lag, and how can they be improved? Participants in this workshop will examine in detail:

- How to develop effective appraisal procedures
- Reasons for the success of certain models, and the failure of others
- How to avoid pitfalls
- How to overcome specific problems
- The use and misuse of administration programs

INSTITUTIONAL EVALUATION

July 3, 1979 (Afternoon)

Institutional evaluation, including the self-analysis required by regional accrediting associations, is becoming much more prominent due to several factors. A number of approaches to institutional analyses, including program evaluation, will be examined.

Participants in this workshop will examine in detail:

- Operational principles in institutional evaluation
- Successful models
- The Conditions dictating an evaluation
- Methodology for institutional involvement
- How to assess and improve on-going programs

Method

To maximize value to individual participants, emphasis will be on doing and participating rather than on listening. Although the workshops will be structured they will be informal, and questions, comments and discussion will be welcome. The format will consist of short presentations, discussions, commentary, case studies, analysis of model programs, small-group problem-solving. All participants will receive a packet of written procedures, check-lists, forms, and selected reference material.

Registration

Registration must be received no later than 15 May, 1979, and requests should be made to:-

Improving University Teaching
Evaluation Workshop
University of Maryland University College
University Boulevard at Adelphi Road,
College Park, Maryland 20742, U.S.A.

A registration fee is payable and should accompany requests for registration. Cheques, Drafts etc. should be made payable to "Improving University Teaching".

The registration fee which includes all programme material, but does not include hotel bills, meals and incidental expenses, is as follows:

US\$100.00	for the complete two-day evaluation workshop
US\$ 80.00	for the Faculty evaluation workshop only (July 2 - full day)
US\$ 40.00	for the Administration evaluation workshop only (July 3 - morning)
US\$ 40.00	for the Institution evaluation workshop only (July 3 - afternoon)

MEMORIAL SERVICE AT UNIVERSITY OF THE
WEST INDIES CHAPEL FOR BAHAMAS GOVERNOR
GENERAL

The Bahamas Students Association at the University of the West Indies arranged a Memorial Service at the UWI Chapel on Monday evening, January 29th for their late Governor General, Sir Milo Butler. Sir Milo was buried in the Bahamas on the same afternoon.

Several dignitaries led by the Governor General of Jamaica, the Most Honourable Florizel Glasspole attended the simple but moving service. The other Commonwealth Caribbean Governments accredited to the Bahamas with High Commissions or Consular Agencies in Jamaica, sent their representatives; while the University was represented by the Vice-Chancellor, Mr. A.Z. Preston and the Registrar, Mr. C.E. Jackman; the United Theological College by the President, Rev. W.W. Watty and Tutors who had served in the Bahamas and the Norman Manley Law School by the Director, Mr. Aubrey Fraser and Registrar, Miss Merle Johnson.

The Service was conducted by Bahamian Theological students with Rev. Charles Carey delivering the Eulogy. Mr. Cleophas Adderley, a professional Law student at the Norman Manley Law School, President of the Bahamas Student Association, was the Organist.

DIARY OF EVENTS FOR MAY AND JUNE, 1979MAY

Th 10 Appointments Committee at Mona, 10.30 a.m.

AT CAVE HILL

M 14 Coordinating Interdisciplinary Committee, 9.00 a.m.
Board for Examinations, 2.00 p.m.

Tu 15 University Selection Boards, 8.30 a.m.
Research & Publications Fund Committee, 9.00 a.m.
Arts & General Studies Faculty Executive Committee, 9.00 a.m.
Board for Postgraduate Studies, 2.00 p.m.

W 16 University Selection Boards, 8.30 a.m.
Appointments Committee, 9.00 a.m.
Board for Higher Degrees, 2.00 p.m.

Th 17 Consultancy Committee, 9.00 a.m.
Matriculation Board, 9.00 a.m.
University Library Committee, 9.30 a.m.
University Planning & Estimates Committee, 2.30 p.m.

F 18 University Academic Committee, 9.30 a.m.

S 19 Finance & General Purposes Committee, 9.00 a.m.

JUNE

Th 14 Appointments Committee at Mona, 10.30 a.m.
Public Holiday in Trinidad - CORPUS CHRISTI

Sun 17 Valedictory Service, Mona, 7.00 p.m.

Tu 19 Public Holiday in Trinidad - LABOUR DAY

Th 21 Appointments Committee at Mona, 10.30 a.m.
Examiners' Meeting, Faculty of Engineering

S 23 TRINITY TERM ENDS

JUNE (continued)

- W 27 Last date for handing in of marks by Moderators of subjects taken in Faculties of Arts & General Studies, Natural Sciences & Social Sciences
- Examiners' Meeting (Pre-Agriculture) Faculty of Agriculture
- Th 28 Campus Examiners' Meetings, Faculty of Arts & General Studies
Campus Examiners' Meetings, Faculty of Natural Sciences
Campus Examiners' Meetings, Faculty of Social Sciences
- F 29 Campus Examiners' Meetings, Faculty of Arts & General Studies
Campus Examiners' Meetings, Faculty of Natural Sciences
Campus Examiners' Meetings, Faculty of Social Sciences
- S 30 University Examiners' Meeting, Faculty of Law at Cave Hill, 9.00 a.m.

TABLE OF CONTENTS

	<u>Page</u>
Address by H.E. Dr. Robert J. Moore, Guest Speaker at the Graduation Ceremony, Mona, February 10, 1979	1
Resolutions - Professor Reginald Murray	12
Professor Sir Harry Annamunthodo	14
Resignation of Dean, Faculty of Engineering	15
Election of Senate Representatives on Council	16
Honour for Chancellor	16
Establishment of Publications Board	16
Appointment of University Bursar	17
Conference of Vice-Chancellors	18
The Success of Open Day - "Voice of the Cave Hill Students"	19
Inter-University Council for Higher Education Overseas Short-Term Visitors Programme	22
Workshops on University Evaluation	24
Memorial Service at University of the West Indies Chapel for Bahamas Governor General	27
Diary of Events for May & June, 1979	28